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ABSTRACT

The conceptual model described in this paper resulted from the need to organize a body of knowledge related to the world of work which would enable curriculum developers to prepare accurate, realistic instructional materials. The world of work is described by applying Malinowski's scientific study of the structural components of culture. It is emphasized that the model described is not a curriculum model but a conceptual model arrived at through a deductive process that will permit the ordering of content and knowledge about the world of work. A model concept is that occupational establishments and individual occupations have evolved to meet three primary cultural imperatives: replenishment, management and maintenance, and transmission. The world of work is defined in terms of the sum total of the occupational establishments. The designation of two types of work makes it possible to treat work, as a curriculum development construct, in terms of Worker Functions (what people do) and Worker Traits (worker requirements and qualifications). This description and structure for the world of work is intended to stimulate curriculum development activities. A related document is available as ED 060 198. (Author/MF)

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A CONCEPTUAL MODEL OF THE WORLD OF WORK

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I. INTRODUCTION

The Need

The Career Development for Children Project (CDCP) is a curriculum-research development project supported by a cooperative grant between Southern Illinois University at Carbondale and the Illinois Division of Vocational and Technical Education. The theory, rationale, and general curriculum framework are presented in a paper by Bailey entitled "A Curriculum Model for Facilitating Career Development" (1971) and will not be elaborated here.

A primary assumption of the CDCP is that an occupational decision is a process in which an individual attempts to implement his self-concept. That is, an individual's occupational preference is an expression of his idea of the kind of person he is (Super, 1963). A second major assumption is that the "quality" of an occupational decision is determined by the type, amount, and validity of the various data entering the decision. Borrowing from Kroll, Dinklage, Lee, Morley, and Wilson, (1970), the CDCP further assumes that an increase in the accuracy and comprehensiveness of data about <u>self</u> and the <u>world of work</u> should correspondingly enhance career decision-making.

It follows then that two "sub-models" are required to identify instructional concepts related to both self and the world of work. These concepts are required to provide a basis for developing the instructional

materials and activities which will lead to successful attainment of the career development objectives that have been derived from the general model.

One component of the general model, self, has already been elaborated on. For purposes of the Project, self has been described both dimensionally and developmentally. There seems to be general consensus among most self-concept theorists (e.g., Jersild, 1960; Strang, 1957) that self consists of several dimensions. According to Barry and Wolfe (1962) an individual's self-concept includes the person's own view of himself (ego self), his perception of how others view him (social self), and his idea of the person he would like to be (ideal self). These three dimensions of self coalesce to form an individual's total picture of himself, a picture that influences the person in all his actions, thoughts, and feelings.

The operationalization of self-concept development has been described by Super (1963) as evolving through the stages of formation, translation, and implementation. Formation, the first stage, has been further elaborated as the processes of exploration, self-differentiation, identification, role playing, and reality testing. Figure 1 is a representation of the dimensional and developmental aspects of self. Although the processes of self-concept formation and the relationships among the dimensions of self outlined here are yet theoretical, the intent of the above discussion is to document that the construct of self can be meaningfully described and orderly presented. The purpose of the paper which follows is to develop a similar structure for the world of work that will lend itself to curriculum development.

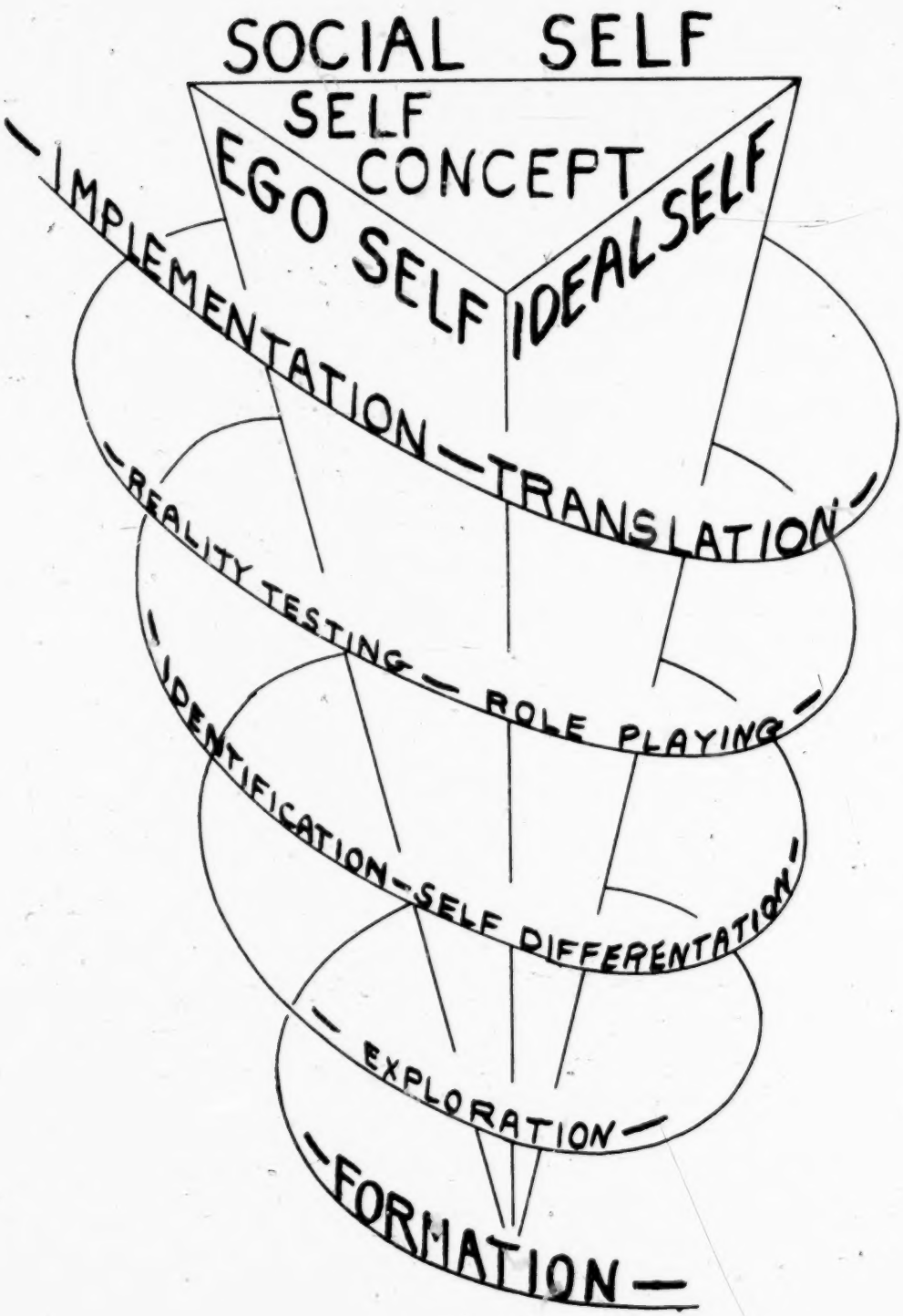

SOCIAL SELF
SELF CONCEPT
EGO SELF IDEALSELF
IMPLEMENTATION—TRANSLATION
REALITY TESTING— ROLE PLAYING
IDENTIFICATION-SELF DIFFERENTATION
EXPLORATION
FORMATION

Figure 1

The Inadequacies of Present Conceptions

"World of work", like "silent majority" and other terms that have captured the imagination of both professionals and laymen, lacks precise definition and means many things to many different groups. Thus, as a construct for curriculum development "world of work" becomes non-functional. Consider the following examples [italics mine] as one way in which the term is used:

> Simply put, occupational information consists of facts about jobs. It is an aid to individuals in gaining insight and understanding about the world of work. (Isaacson, 1971, p. 375)

> The role of women in the world of work can be better defined . . . Elementary teachers can accomplish this be giving examples of women who hold important or unusual jobs." (Norris, 1969, p. 14)

These are quotations of two acknowledged authors in vocational guidance. Their usage is representative of the traditional conception of vocational guidance workers: the world of work is a "collection of jobs." This observation can be supported by an examination of the predominant methods of vocational guidance. Emphasis is on providing occupational information and facts related to individual jobs. The practice of elementary teachers in presenting information about "community helpers" is an example of this orientation. At the junior and senior high school levels, the emphasis on occupational information and the study of specific jobs is perpetuated by commercial publishers, who market a fantastic collection of occupational encyclopedias, file cases of job descriptions, films and filmstrips, and more recently slide-tape programs, microfilm systems, and computerized occupational information systems--all under the guise of teaching individuals about the world of work.

"World of work" when used by vocational eductors is usually in a different context. Following are two representative examples: [italic mine]

> The Panel urges that occupational preparation be available to all American youth. The world of work requires many more young people well trained to enter employment . . . (Panel of Consultants on Vocational Education, 1964, p. xviii)
>
> There is no place in the world of work either for the uneducated person, or the educated person who has not learned to work. (Advisory Council on Vocational Education, 1968, xix)

To the vocational educator, then, the phrase "world of work" may be a clarion call to a future orientation, a "preparation for the world of work". To him, the referent of "world of work" is the accumulation of skills needed to perform successfully in an occupation. Similarly, the programs and practices of vocational education usually emphasize the mastery of a body (i.e., a world") of knowledge and skills, principally within the psychomotor domain.

These orientations, those of the vocational guidance worker and the vocational educator, of the "world of jobs and occupational information" and the "world of job skills," illustrate two ways in which the "world of work" as a generic term has been traditionally used. The reorientation of vocational education brought about by the Vocational Education Act of 1963, together with the 1968 Ammendments, has resulted in the impetus to expand curriculum downward into the elementary and junior high schools with an emphasis on teaching broad concepts and understandings of the world of work.

With the reorientation in philosophy of vocational education, there has been a corresponding realization by vocational guidance

personnel that occupational information alone is inadequate for a comprehensive career guidance program. The conclusions are obvious. The conception of the world of work as a "world of . . . jobs and job skills" is both inadequate as a construct for curriculum development and antiquated when considered in relation to emerging trends in career education and career guidance. A conceptual model of the world of work is thus required which will meet the needs of curriculum developers and at the same time be organized in a manner which will be intelligible to children and youth.

Criteria for Model Development

In the first section of this paper the general orientation of the Career Development for Children Project was reviewed to provide the reader with a perspective of how the world of work "submodel" relates to the general CDCP curriculum framework. By virtue of the fact that the world of work component comprises only half of the overall emphasis in the curriculum, a number of prerequisites will need to be met:

1) The general curriculum model discussed in Bailey (1971a), and elaborated on in Bailey (1971b), forms the general framework which dictates the total curriculum development effort in grades one through eight. The world of work model must therefore be compatable with the purpose, assumptions, and goals of the overall project.
2) To be suitable for curriculum development, the world of work model must provide a minimum definition of the world of work and identify structures and major components.

3) A third requirement for the model is that the structure must focus on identifiable enterprises and occupations. That is, it should show how occupations and various places of employment, e.g., institutions, agencies, and enterprises, interrelate within the world of work.

4) Finally, the components of the world of work must permit articulation with the self dimension of the curriculum. At the level of implementation, the student must be able to understand work from an individual (self) perspective, and from an occupational perspective, if he is to make a valid occupational choice.

The model to be developed then, will organize a body of cognitive material indluding key concepts, basic generalizations, and knowledge of the world of work sufficient to provide curriculum developers with the necessary context to develop accurate, realistic, and understandable curriculum materials.

Toward a Functional Approach

The organization of a vast body of accumulated information becomes extremely complicated, especially for a construct that has heretofore eluded precise definition and description. How then to proceed?

The authors have previously rejected as inadequate the two predominant ways of conceptualizing the world of work. The one, which assumes that the world of work is a collection of jobs, results in categorical systems of occupations such as the Dictionary of Occupational

Titles and Occupational Outlook Handbook. The second, which considers the world of work in terms of job skills, leads to the development of job clusters. Such clusters are usually based on the identification of a common core of skills and capabilities common to a variety of occupations in a given field. Although these approachs may be valid for certain purposes, they do not meet the restrictions and criteria imposed by the CDCP design.

Other possible ways to organize the world of work would be in terms of applied subject matter. Areas such as economics, technology, or management are examples. Rather than continue to elaborate individually all the possible approaches for conceptualizing a model and then discuss their deficiencies, let's turn to a consideration of the orientation of this paper and why it was chosen.

In Part II which follows, a model for the world of work is evolved which is based on the comparative cultural organization of the functional school of anthropology, in particular that offered by Branislow Malinowski.

Malinowski (1969) has focused on culture as the subject for the scientific study of anthropology, and has chosen the comparative study of culture as the methodological framework. The nature of comparative studies dictates a uniform application of structural components, which Malinowski has provided.

This structural organization has great appeal for the educator because it provides a vehicle to organize data for instructional purposes. Malinowski's clearly defined, basic components, and the cause-effect relationship contained within, provides a logical framework for organizing and describing various types of phenomena, including the world of work.

II. A CONCEPTUAL MODEL

Basic Assumptions

The basic cause-effect assumptions and the related cultural structures involved in a conceptual model of the world of work are expressed graphically in Figure 2. Following are definitions and an elaboration of the key relationships:

Man

The word man is used to represent humanity rather than the individual. At this stage of the model the use of the word is further limited to social-biological implications. Such a perspective views humanity as responsive to the needs common to all life forms.

Basic Needs and Culture

The causal relationship between basic needs and culture is summarized briefly in these terms: *basic needs* reflect the biological imperatives that govern man; *culture*, as used at this stage, describes the response, the secondary environment, built as a life support system.

Beals and Hoijer (1956, pp. 617-618) restate Malinowski's concept of this relationship as follows:

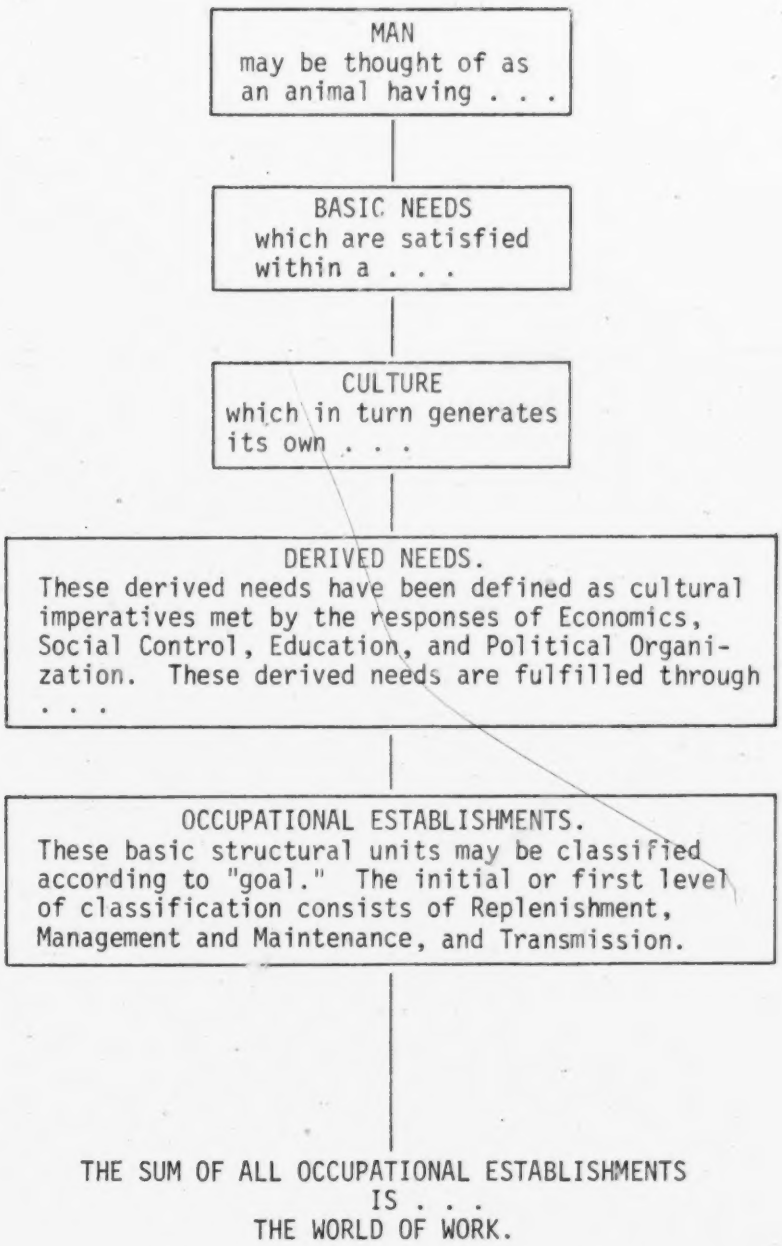

MAN
may be thought of as
an animal having . . .
BASIC NEEDS
which are satisfied
within a . . .
CULTURE
which in turn generates
its own . . .
DERIVED NEEDS.
These derived needs have been defined as cultural imperatives met by the responses of Economics, Social Control, Education, and Political Organization. These derived needs are fulfilled through . . .
OCCUPATIONAL ESTABLISHMENTS.
These basic structural units may be classified according to "goal." The initial or first level of classification consists of Replenishment, Management and Maintenance, and Transmission.
THE SUM OF ALL OCCUPATIONAL ESTABLISHMENTS
IS . . .
THE WORLD OF WORK.

Fig. 2. A conceptual model of the world of work. The four cultural responses to derived needs are those identified by Bronislaw Malinowski in *A Scientific Theory of Culture and Other Essays* (New York: Oxford University Press, 1969), p. 125.

> Malinowski maintains, first, that every living culture is a functioning and integrated whole, analogous to an organism, and that no part of a culture may be understood except in relation to the whole.
>
> . . . . . .
>
> Malinowski tries to relate culture, in all its principal aspects, to human needs, that is, to set up a correlation between man's requirements as a biological organism and his ways of meeting these requirements that will hold generally for all of mankind.
>
> . . . . . .
>
> The routine needs of living are everywhere indissolubly bound to organized and ever-present routines of satisfaction, otherwise human societies could not exist.

Malinowski (1969, p. 91) lists basic needs and responses in this form:

(A) BASIC NEEDS	(B) CULTURAL RESPONSES
1. Metabolism	1. Commissariat
2. Reproduction	2. Kinship
3. Bodily Comforts	3. Shelter
4. Safety	4. Protection
5. Movement	5. Activities
6. Growth	6. Training
7. Health	7. Hygiene

It is not to be assumed that culture is seen only as responses to biological imperatives. Rather the statement reflects the assumption of a cause-effect relationship. A full definition of culture as "effect" requires the dimension of derived needs.

Derived Needs

Humanity's commitment to cultural systems leads to certain derived needs. Again, Beals and Hoijer (1956, p. 618) comment upon this concept of Malinowski:

> The cultural responses to basic biological needs set up in turn certain derived needs, cultural rather than biological in nature, that are also common to all mankind. To illustrate, we may contrast the metabolic need for nutrition, which is met by certain techniques for obtaining food, with the derived need for training the participants in a culture in the proper use and application of these techniques. Such training is obviously no less necessary to human survival than the acquisition of food itself, but it is less directly related to the biological need that underlies both. *Derived needs, taken together, divide into four principal cultural imperatives, each of which finds a response in a broad division or aspect of culture* [italics mine].

The "derived needs" of Malinowski (1969, p. 125) are defined, and the appropriate responses given, as follows:

IMPERATIVES	RESPONSES
1. The cultural apparatus of implements and consumers' goods must be produced, used, maintained, and replaced by new production.	1. Economics
2. Human behavior, as regards its technical, customary, legal, or moral prescription must be codified, regulated in action and sanction.	2. Social control
3. The human material by which every institution is maintained must be renewed, formed, drilled, and provided with full knowledge of tribal tradition.	3. Education
4. Authority within each institution must be defined, equipped with powers, and endowed with means of forceful execution of its orders.	4. Political organization

The Basic Structural Unit

The occupational establishment is the structure through which the derived needs of culture are met.

The assumptions of the social nature of activity are in part outlined as follows (Malinowski, 1969, p. 52): "The concept we have been elaborating is that of an organized system of purposeful activities. We have stated, first and foremost, that human beings are born or enter into already formed traditional groups. Or else, at times they organize or institute such groups."

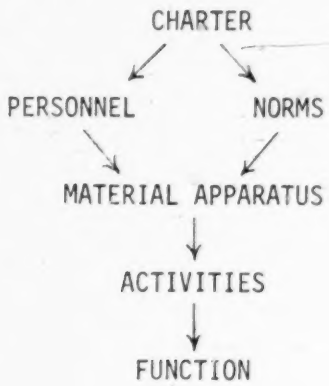
The social nature of behavior (i.e., work) is stated again by Hughes (1958, pp. 68-69):

> The division of labor, in its turn, implies interaction; for it consists not in the sheer difference of one man's kind of work from that of another, but in the fact that the different tasks and accomplishments are parts of a whole to whose product all, in some degree, contribute. And wholes, in the human social realm as in the rest of the biological and in the physical realm, have their essence in interaction. Work as social interaction is the central theme of sociological and social psychological study of work.
>
> . . . . . .
>
> I would mention to the objector that even those who work in solitude are often interacting with a built-in father or with God himself, who is known to be worse than any flesh-and-blood slavedriver; and that those who toil upward in the night while their companions sleep may quite simply be seeking access to an as yet unknown, but more admired set of companions or colleagues.

The Concrete Isolate

In order to make standardized comparisons between cultures, Malinowski proposed a basic unit of purposeful activity which he

called the concrete isolate. Its component structure is outlined as follows (Malinowski, 1969, p. 53):



Of Malinowski's list of universal institutional types (concrete isolates), the fifth, or occupational and professional, describes the basic structural unit of the world of work (1969, p. 64):

5. Occupational and Professional *(The organization of human beings by their specialized activities for the purpose of common interest and a fuller achievement of their special adilities.)*	At a primitive level, primarily of magicians, sorcerers, shamans, and priests; also guilds of craftsmen and economic teams. As civilization develops, the innumerable workshops, guilds, and undertakings, economic interest groups, and associations of professional workers in medicine, in law, in teaching, and in ministering to religious needs. Also specific units for the organized exercise of teaching (schools, colleges, universities); for research (laboratories, academies, institutes); for administration of justice (legislative bodies, courts, police force); for defence and aggression

(army, navy, air force); for religion (parish, sects, churches).

The Occupational Establishment

In the conceptual model of the world of work, the fifth concrete isolate, occupational and professional, has been relabeled and redefined specifically as a basic world of work unit called the occupational establishment (see Figure 3).

The occupational establishment possesses a "real" or concrete structure which provides the "where" dimension of the world of work.

Given
1. The purposeful nature of most human activity,
2. The interrelation of individual activity within society, and
3. The concept that human beings are born or enter into already formed traditional groups,

Then A basic, goal oriented social unit of the world of work may be derived with universal components.

The Components of the Occupational Establishment

The personnel component of the occupational establishment is all of the individuals who participate directly to achieve the goal of the establishment.

The organizational structure is the internal social system component of the occupational establishment. The patterns of human interaction both formal and informal which exist within the occupational establishment are developed pragmatically and traditionally. The informal patterns are particularly influenced by the limitations of the formal patterns in goal achievement.

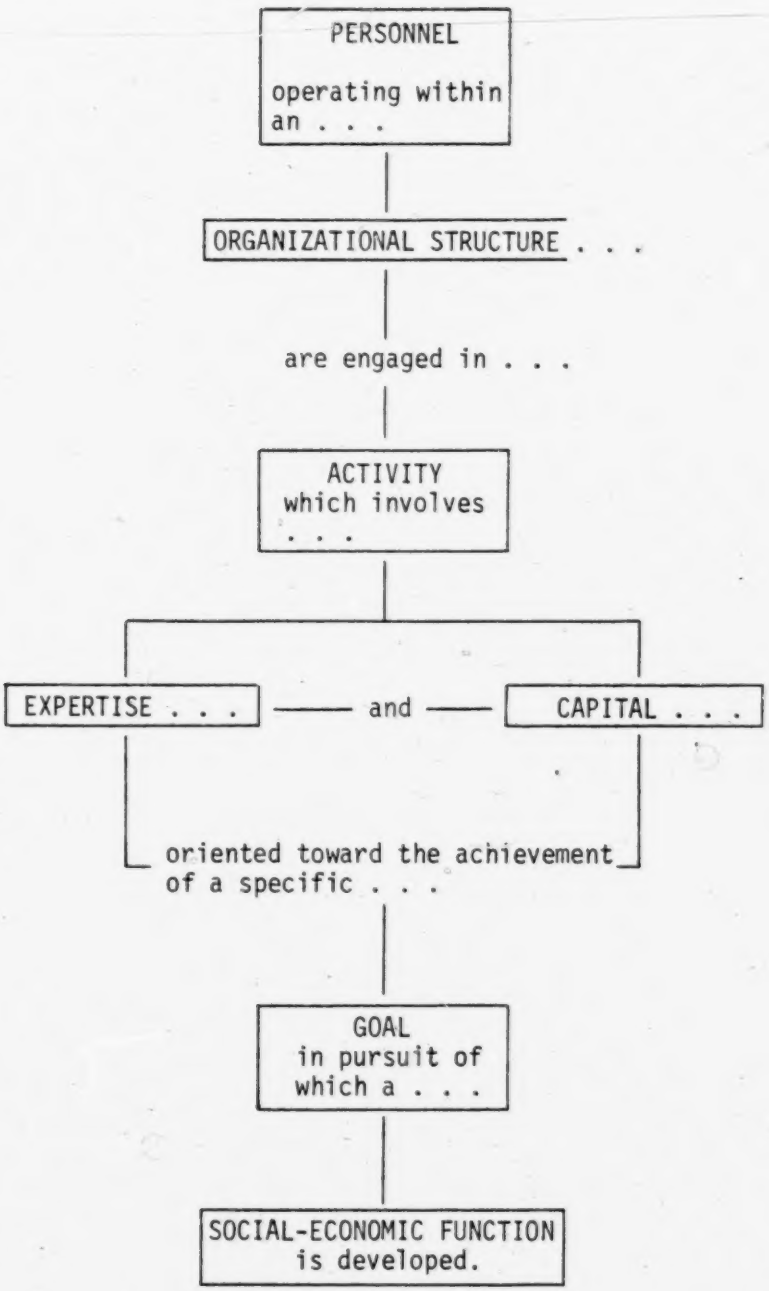

PERSONNEL
operating within an . . .
ORGANIZATIONAL STRUCTURE . . .
are engaged in . . .
ACTIVITY which involves . . .
EXPERTISE . . .
and
CAPITAL . . .
oriented toward the achievement of a specific . . .
GOAL in pursuit of which a . . .
SOCIAL-ECONOMIC FUNCTION is developed.

Fig. 3. A component model of the occupational establishment.

The activity component of the occupational establishment is the goal oriented activity that takes place in the occupational establishment.

The expertise component of the occupational establishment is the knowledge and skill brought to bear upon the task of achieving the goal. Expertise, or know how, is the science of the application of knowledge to practical purposes.

The capital component of the occupational establishment is the real and potential material utilized within the occupational establishment. Capital includes tools, machines, buildings, and money available to the establishment.

The goal component of the occupational establishment is the initial justification for the creation of the establishment itself. It may be expressed in the form of an object to be produced or an activity to be undertaken. The profit motive is regarded as a stimulus toward a specific goal but not the goal itself. The goal of an occupational establishment provides a determining nucleus or point of reference about which all the other components are organized.

The social-economic function component of the occupational establishment is the effect made by the occupational establishment upon the social-economic environment in which the particular establishment exists.

In summary, an occupational establishment exists in time and space and is created by man to meet a specific goal or goals. The naming of the goal serves to identify and classify occupational establishments.

The Classification of the Basic Structural Unit

The great number of goals or objectives about which occupational establishments may be constructed dictates a general system of classification to facilitate comprehension and data retrieval (see Figures 4, 5, and 6).

The initial level of organization is under the headings Replenishment, Management and Maintenance, and Transmission. These major divisions are based on the derived needs implicit in culture (see pp.11,12). The response of economics serves to renew the apparatus of goods and services. The term replenishment describes this activity, without the contemporary limitation imposed by the term economics. As education has come to be representative of the formalized aspects of cultural renewal, the term transmission is used to categorize the activity in question. For purposes of simplification, the close relationship existing between social control and the assignment of authority expressed by political organization has been recognized and these two derived need responses have been combined and labeled management and maintenance.

Replenishment

Replenishment is seen as the culturally inherent requirement of response expressed by economic activity (see Malinowski's first imperative, quoted on p.12). Replenishment involves the collection of raw materials through gathering and growing and the processing of the materials by making. Replenishment also involves the distribution of goods and the supportive activities of finance, communication,

REPLENISHMENT

producing by

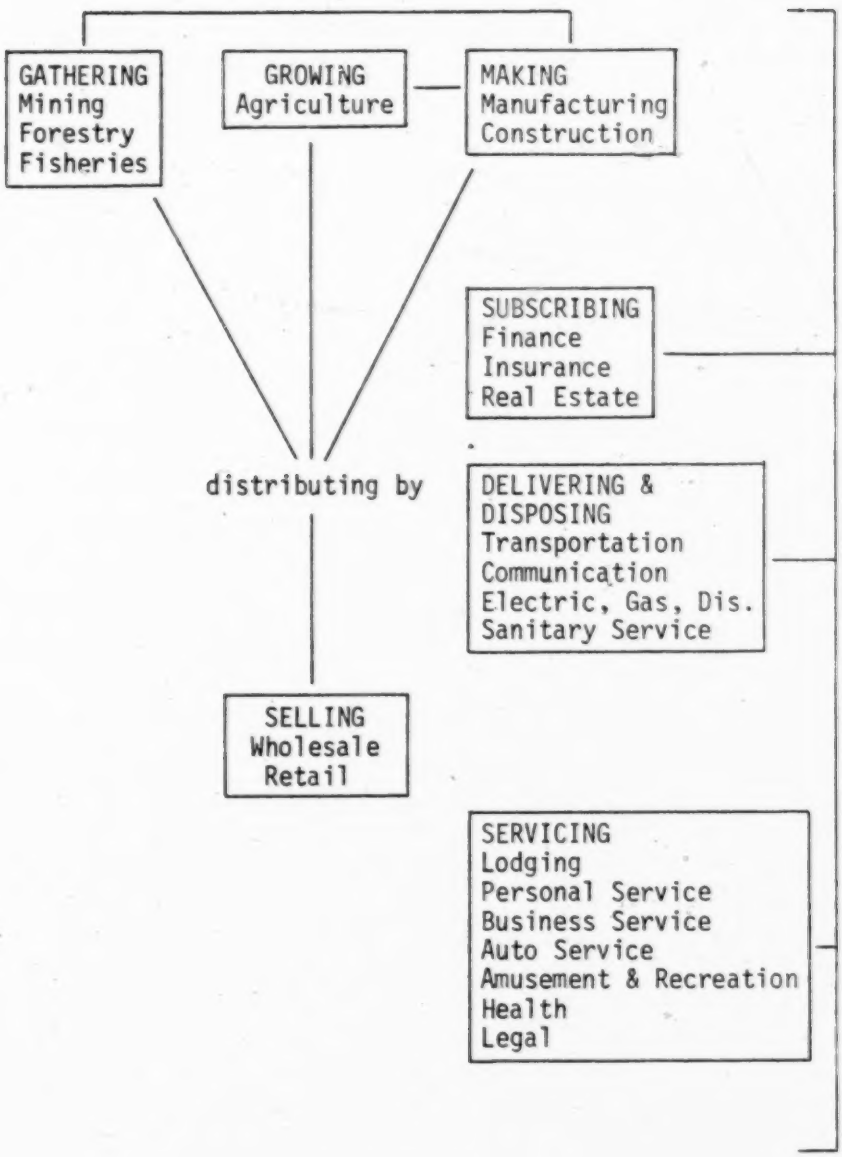


Fig. 4. The basic structural unit: replenishment.

MANAGEMENT AND MAINTENANCE

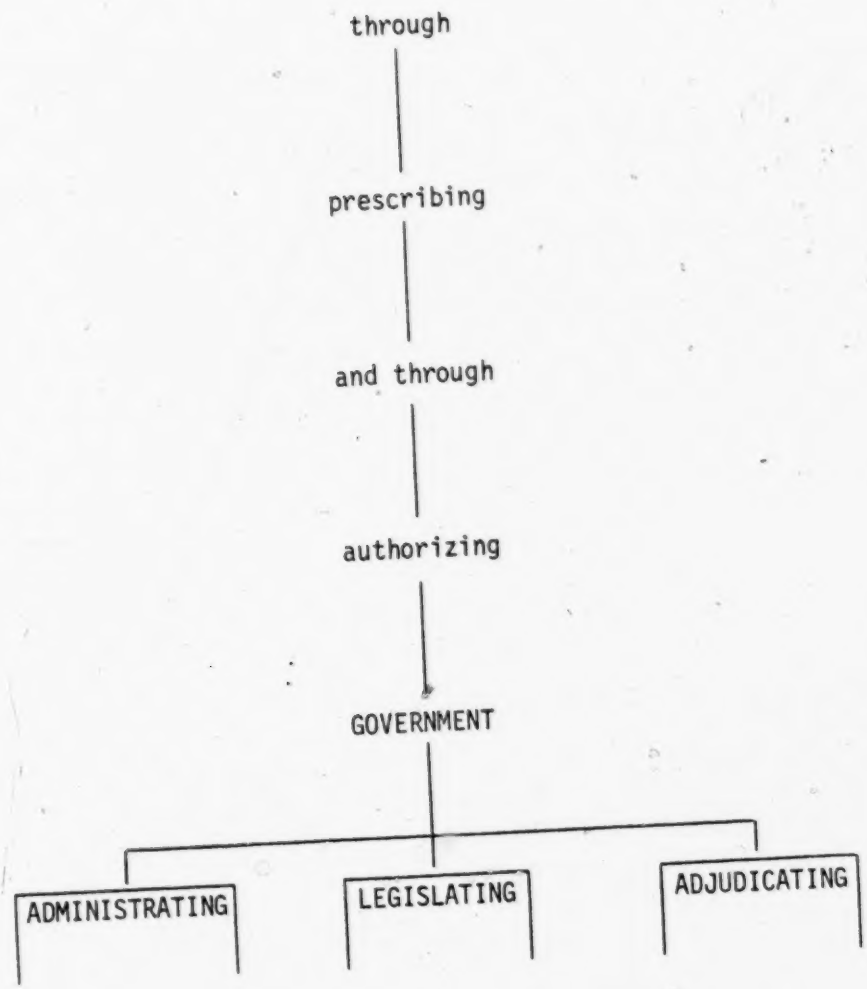


Fig. 5. The basic structural unit: management and maintenance.

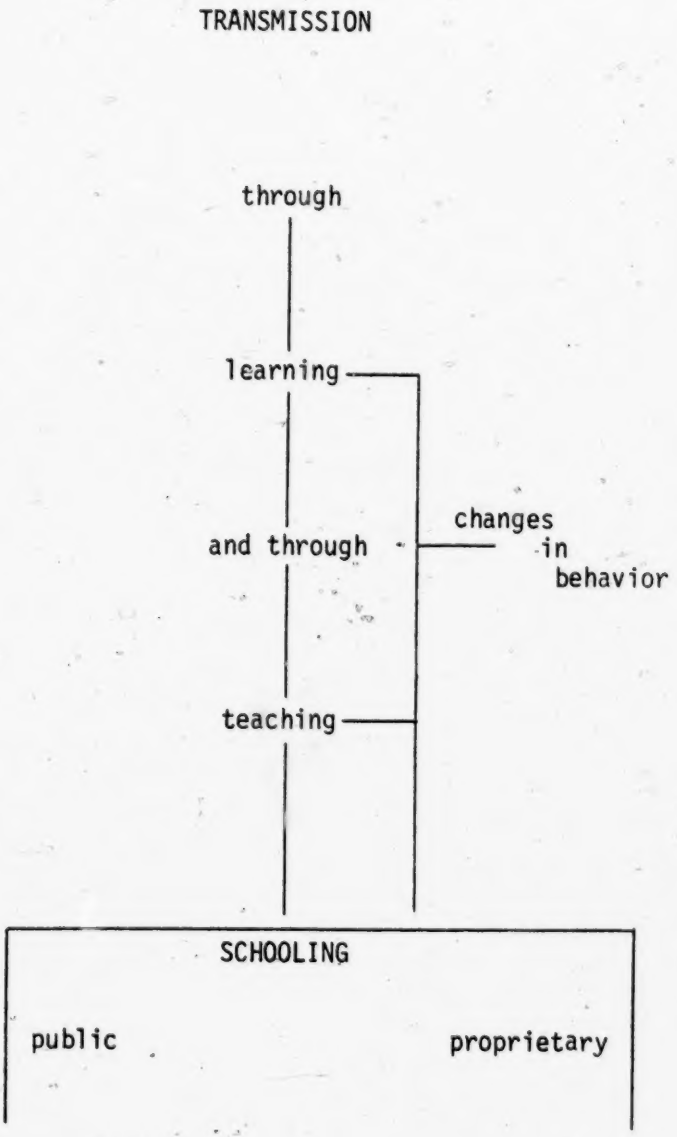


Fig. 6. The basic structural unit: transmission.

transportation, and service. Replenishment activity directly involves better than eighty percent of the work force as conventionally defined.

Management and Maintenance

The second major division, management and maintenance, is seen as the response most conveniently described as being met through prescribing and authorizing, functions which are served through all institutions. In a more formal sense these responses are met through administrating, legislating, and adjudicating (government).

Transmission

The term transmission is synonymous with education as used by Malinowski (1969, p. 125): "The human material by which every institution is maintained must be renewed, formed, drilled, and provided with full knowledge of tribal tradition." Transmission serves as an initial level of classification under which may be grouped the occupational establishments whose goals serve one or more of the derived need activities expressed above.

The structure illustrated in Figure 6 draws attention to the fact that transmission of culture also takes place outside those institutions specifically created about this goal.

Subordinate Levels of Classification

Subdivisions for the replenishment group are developed in the Standard Industrial Classification Manual (1967). See sample classification page 24. The second level of organization is by function (i.e., gathering, growing, and making). The third level is reached through

the general title assigned to types of occupational establishments (i.e., mining, finance, and manufacturing). The Standard Industrial Classification (S.I.C.) may also be used to reach a fourth level of classification; this level identifies individual establishments (i.e., a specific farm, hospital, or fish plant).

The advantages of the S.I.C. are in its basic unit and in the criteria which determine the divisions and subdivisions. The basic unit of the S.I.C. is the establishment, which corresponds to the social unit we have called the occupational concrete isolate or occupational establishment. The reality and identifiability of the basic unit is enhanced by the criteria applied in classification. Identification by product produced, which is the goal or purpose of the establishment, corresponds to the goal component of the occupational establishment.

In summary, the S.I.C. deals with real, identifiable components organized by function, and it provides a key to economic and related data.

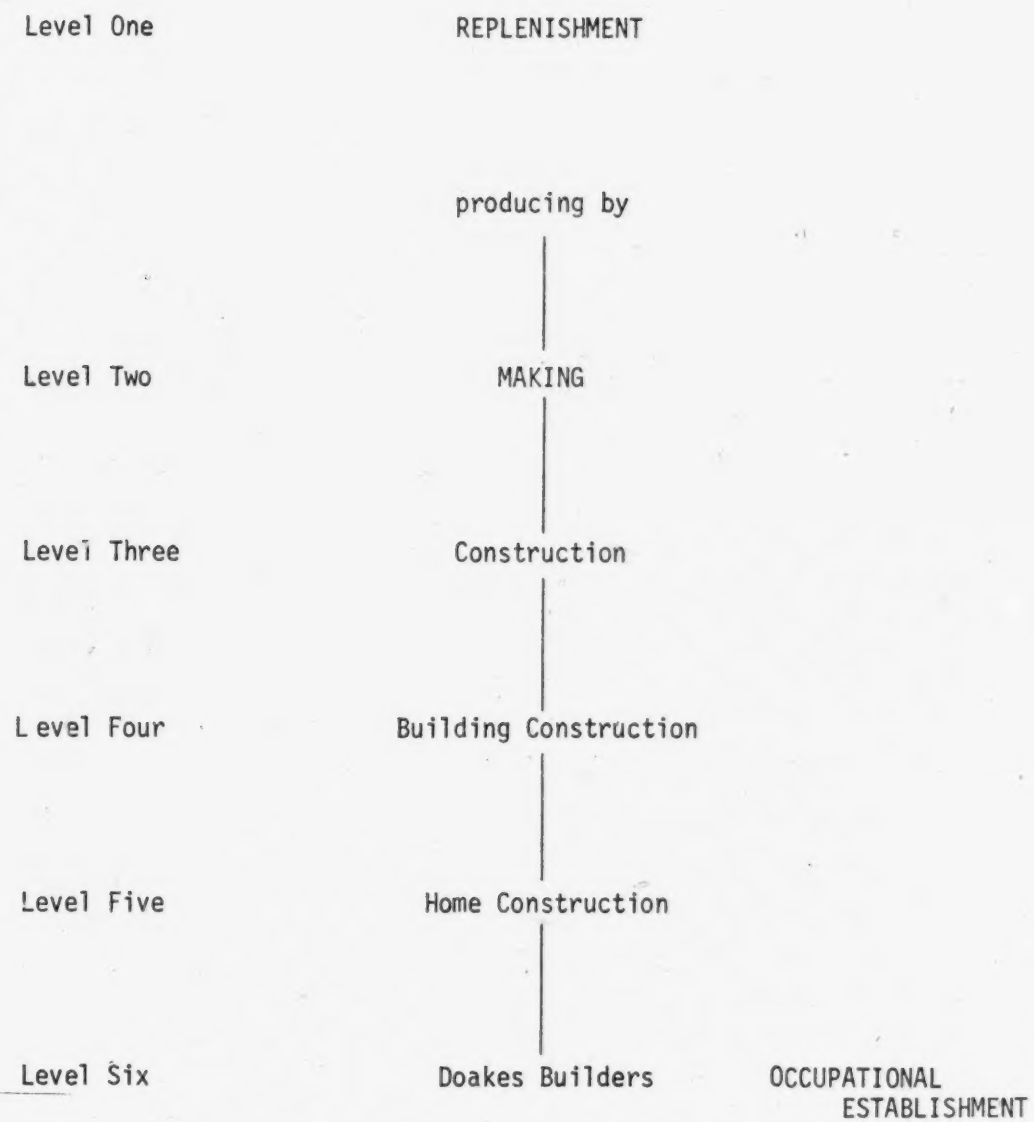


Fig. 7. A six level classification of a sample occupational establishment. "Level," here, is synonymous with "level of generality." The six groups are ordered from the most general classification (i.e., that with the greatest number of referents) to the most specific one.

III. WHAT IS WORK?

Two Views of Work

In the preceding discussion of the world of work, the authors were careful not to make direct reference to work itself. This was done to avoid any confusion between the two. The conceptual model for the world of work which has been proposed, describes the nature of the environment in which work takes place. That is, the world of work is seen as the network of occupational establishments which result from the needs of a culture to replenish, manage and maintain, and to transmit itself.

Work From an Occupational Perspective

Based on this structure, it is now possible to define work simply and precisely: Work is goal oriented physical and mental activity that is undertaken within the occupational establishment. This definition results in a clear separation between work as activity and the structure or environment in which work takes place.

Work From an Individual Perspective

We have thus far provided a definition and structure for the world of work to describe the environment in which work takes place. Secondly, a definition of work was proposed which characterizes work

as goal oriented activity within the occupational establishment. This leads to the final required element in the model, i.e., an explanation for why an individual man works.

In our society, the work we do to earn a living determines to a large extent our way of life. A person's occupation may determine his social group, his geographic residence and mobility, frequently whom he will marry and whether he will continue to grow as an individual. What a person does identifies him--his occupational label enables people to place him at a certain level of skill, education, and responsibility. Successful work activity is also highly correlated with job satisfaction and good mental health. Thus, a second definition for work, from an individual point of view, is that work is an activity in which an individual engages to meet his economic, social, and psychological needs.

The separation of work from the world of work, and the distinction between the two types of work, is an important one for curriculum development. The first type of work, i.e., work from an occupational perspective, is best understood in relation to the goal of the establishment in which the activity takes place. The individual perspective of work, however, must be considered in terms of how work may meet the individual's various needs.

IV. SUMMARY

The conceptual model described in this paper has resulted from the need to organize a body of knowledge related to the world of work which would enable curriculum developers to prepare accurate, realistic instructional materials. The nature of the career development process and the requirements of the existing CDCP curriculum framework have pragmatically shaped the structure of the model.

The writers have chosen to describe the world of work by applying Malinowski's scientific study of the structural components of culture. The authors believe this to be a legitimate extension of his approach to the study of cultural phenomena. Malinowski (1969, p. 5-6) has said:

> . . . I think that if anthropology can contribute toward a more scientific outlook on its legitimate subject matter, that is, culture, it will render an indispensable service to other humanaties. Culture, as the widest context of human behavior, is as significant to the psychologist as to the social student, to the historian as to the linguist . . . Thus, not merely anthropology, but the Study of Man in general, comprise all the social sciences . . .

It should be reasserted in this summary that the paper is not a curriculum model. It is a conceptual model arrived at through a deductive process that will permit the ordering of content and knowledge about the world of work. The model has served to clarify the following:

1) Occupational establishments, and corresponding individual occupations within the establishment, have evolved to meet three primary cultural imperatives: replenishment, management and maintenance, and transmission. The world of work has been defined in terms of the sum total of the occupational establishments. The importance of this deduction is that it provides an explanation for why occupations exist.

2) The definition offered for the world of work helps to clarify how this construct differs from the construct of work. The world of work is seen as the environment in which human work activity takes place. (Contrast this with the traditional conceptions of the world of work discussed in pages four to six).

3) The basic structural component in the world of work is identified as the occupational establishment. Thus, the use of the Bureau of the Budget's Standard Industrial Classification Manual, which contains a compilation of establishments, allows the curriculum specialist to develop accurate occupational classification schemes for a variety of purposes and for several different levels of education.

4) The specification of the components within the occupational establishment provides the organization for the systematic collection of accurate data about work, and serves as a vehicle to develop simulation activities in the classroom.

5) The designation of two types of work makes it possible to treat work, as a curriculum development construct, in terms of Worker Functions (what people do) and in terms of Worker Traits (worker requirements and qualifications).

The writers offer this description and structure for the world of work as a point of departure to stimulate curriculum development activities. It is anticipated that the more specific details of the model will undergo revision as the CDCP and other professionals and groups adapt the model to meet specific curriculum needs.

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